

ST HELENA ELEMENTARY

1025 Sea Island Parkway
St. Helena Island, SC 29920

GRADES PK-5 Elementary School

ENROLLMENT 602 Students

PRINCIPAL Mildred Glover, Interim Principal 843-838-0300

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	56	51	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes

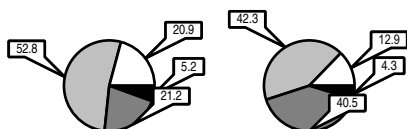
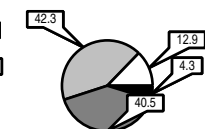
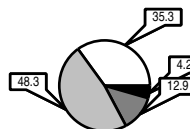
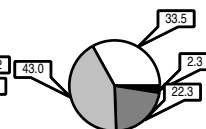
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	336	98.8	12.1	42.7	40.9	4.3	60.1	Yes	Yes
Gender									
Male	180	99.4	16.7	46.6	34.5	2.3	48.3		
Female	156	98.1	6.7	38.3	48.3	6.7	73.8		
Racial/Ethnic Group									
White	10	100.0	0.0	44.4	44.4	11.1	0.0	I/S	I/S
African-American	317	99.1	12.0	43.5	40.6	3.9	59.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	272	99.3	10.3	42.2	42.2	5.3	64.6		
Disabled	64	96.9	20.0	45.0	35.0	0.0	40.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	336	98.8	12.1	42.7	40.9	4.3	60.1		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	328	99.1	11.6	43.4	40.9	4.1	60.1		
Socio-Economic Status									
Subsidized meals	296	98.7	11.9	43.2	40.0	4.9	58.9	Yes	Yes
Full-pay meals	40	100.0	13.2	39.5	47.4	0.0	68.4		

Mathematics - State Performance Objective = 15.5%									
All Students	336	98.8	20.4	53.1	21.3	5.2	48.1	Yes	Yes
Gender									
Male	180	98.9	28.3	49.7	18.5	3.5	41.0		
Female	156	98.7	11.3	57.0	24.5	7.3	56.3		
Racial/Ethnic Group									
White	10	100.0	11.1	44.4	22.2	22.2	0.0	I/S	I/S
African-American	317	98.7	20.4	53.7	21.7	4.2	47.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	272	99.3	14.8	54.2	24.6	6.4	56.1		
Disabled	64	96.9	45.0	48.3	6.7	0.0	13.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	336	98.8	20.4	53.1	21.3	5.2	48.1		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	328	98.8	20.1	53.3	21.6	5.0	48.6		
Socio-Economic Status									
Subsidized meals	296	98.7	21.0	51.7	22.0	5.2	48.6	Yes	Yes
Full-pay meals	40	100.0	15.8	63.2	15.8	5.3	44.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	119	97.5	15.0	41.1	39.3	4.7	43.9
	Grade 4	106	97.2	22.7	45.4	29.9	2.1	32.0
	Grade 5	126	96.8	36.8	49.1	12.3	1.8	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	98.2	6.7	29.5	55.2	8.6	63.8
	Grade 4	118	100.0	11.2	56.9	27.6	4.3	31.9
	Grade 5	109	98.2	19.6	55.1	25.2	N/A	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	119	99.2	21.1	54.1	20.2	4.6	24.8
	Grade 4	106	98.1	25.5	48.0	18.4	8.2	26.5
	Grade 5	126	96.8	34.2	39.5	21.1	5.3	26.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	109	99.1	10.3	57.9	27.1	4.7	31.8
	Grade 4	118	99.2	34.5	44.8	13.8	6.9	20.7
	Grade 5	109	98.2	16.8	57.9	21.5	3.7	25.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 602)				
First graders who attended full-day kindergarten	91.8%	N/C	100.0%	100.0%
Retention rate	1.1%	Down from 1.9%	3.5%	2.7%
Attendance rate	98.5%	Down from 98.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		5.7%	3.5%
Eligible for gifted and talented	8.3%	Down from 13.7%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 6.2%	8.0%	8.2%
Older than usual for grade	1.0%	Down from 1.8%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	69.6%	Down from 72.3%	48.5%	51.4%
Continuing contract teachers	84.8%	Up from 80.9%	80.0%	87.5%
Highly qualified teachers**	76.9%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	2.5%		3.4%	0.0%
Teachers returning from previous year	86.9%	Down from 90.4%	82.5%	86.7%
Teacher attendance rate	94.2%	Up from 90.7%	94.7%	94.9%
Average teacher salary	\$45,635	Up 4.5%	\$39,762	\$40,760
Prof. development days/teacher	14.5 days	Down from 14.7 days	13.4 days	12.4 days

School				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 87.1%	88.9%	90.0%
Dollars spent per pupil*	\$6,269	Down 1.8%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	69.8%	Up from 55.1%	63.9%	65.9%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year got off to a smooth start. The teachers returned three days ahead of schedule. This gave them all extra time to prepare for instruction - upgrade their standards booklets, analyze the past year's student data, develop PACT standards in a format for parents, and reorganize PACT pacing guides; among other things such as creating conducive classroom environments that felt good, smelled good, and looked good to the children.

In September, our School Improvement Council sponsored a Legislative Showcase Luncheon to highlight all of the school's accomplishments. Several locally elected officials, and community members were in attendance along with legislators Catherine Ceips, Walter Lloyd, and Dr. Bessie Moody-Lawrence.

A major accomplishment for St. Helena Elementary was recognition by the South Carolina Education Oversight Committee praising our school for "closing the achievement gap!" This was all due to the hard work by students, teachers, parents, volunteers, and community supporters. It was a wonderful distinction coming right on the eve of The Brown v. Board of Education decision, as well as the NCLB legislation which addresses the narrowing of the gap.

Another accomplishment was faculty members who received their doctorate degrees this past year: Dr. Marie Gibbs, Dr. Chiron Legree, and Dr. Tara Mack. Five others are scheduled to finish within the upcoming year. Ms. Terry Miller, Senior Bookkeeper also received a bachelor's degree. Not to be outdone, many assistants and maintenance employees are engaged in academic pursuit for their undergraduate degrees, as well. Education is a continuous process at St. Helena Elementary.

Again, our student involvement was key to our successes. Many incentives were provided for student as they reached various academic milestones. Teachers organized many class projects, programs, events, and trips. Two new programs that were added to the other 52 activities included the Baby Bells Ensemble and The Coffee House. A major excursion last year was the combined 4th and 5th grades class trip to Tennessee. A main point of interest for the students was a visit to the National Civil Rights Museum housed at the Lorraine Hotel where Dr. Martin Luther King, Jr. was assassinated.

To top the year off, our fifth grade graduation was an elegant event with all the pomp and circumstance of a college event. This was the first year that graduates were dressed in ceremonial regalia of caps and gowns - gold for the girls and green for the boys. Administrators and teachers were also dressed in graduation attire. The occasion drew a crowd of over 1,000. Scholarships were awarded to more than 75 graduating fifth graders for their accomplishments.

We are so proud of our successes; we extend an invitation to all to visit our school on the beautiful sea island of St. Helena in Beaufort County.

Dr. La Verne Lebbey Davis, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	90	46
Percent satisfied with learning environment	100.0%	96.7%	95.7%
Percent satisfied with social and physical environment	100.0%	96.6%	95.6%
Percent satisfied with home-school relations	100.0%	97.8%	90.9%

*Only students at the highest elementary school grade level at this school and their parents were included.